

## HISTORY

- Devise, ask and answer more complex questions about the past, considering key concepts in history
- Begin to identify primary and secondary sources
- Select relevant sections of information and give reasons for choices.

## COMPUTING

### Programming

- To be able to create a program within a given platform, that follows a planned sequence of events.
- To be able to use logical reasoning to detect errors within an algorithm – thinking about the process that it is meant to be following making sensible judgments instead of making guesses as to where it could be going wrong.
- To be able to use IF statements within a program to create some selective commands and procedures.
- To be able to use different variables within their programs to create desired outcomes.

## DT

- Woodland learning - selecting and using different tools and materials to make what has been designed.

## ENGLISH

- plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using a wide range of devices to build cohesion within and across paragraphs
- proof-read for spelling and punctuation errors

## ART

- Develop artistic/visual vocabulary when talking about own work and that of others
- Begin to explore possibilities, using and combining different styles and techniques
- Introduce perspective, fore/back and middle ground
- Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight
- Develop watercolour techniques
- Mark make with paint (dashes, blocks of colour, strokes, points)

## P.E.

### Invasion games

- Play a competitive game (hockey)
- Develop flexibility, strength, technique, control and balance.
- Apply basic principles suitable for attacking and defending.
- Use running, jumping and throwing

## MATHS

- Explore the composition of six-digit, whole-thousand numbers, using the partitioning structure; apply knowledge and strategies from segments 1.17 and 1.18 combined with unitising in 1,000s, as well as column methods and rounding.
- Introduce children to negative numbers, making links to everyday contexts; explore addition and subtraction below zero and across zero.
- Extend the part-part-part-whole structure (three or more parts) to solve missing part/whole problems in a range of contexts; draw on number composition and additive concepts from across the spine, focusing on the structural equivalence of the problems.
- Explore the effect on the sum of changing the value of one or both addends; explore the effect on the difference of changing the value of the minuend, the subtrahend or both. Apply knowledge of compensation properties and inverse operations to calculate and balance equations.

## GEOGRAPHY

### Map knowledge

- Locate the world's countries, focus on North & South America
- Identify the position and significance of lines of longitude & latitude

### Making maps

- Draw a variety of thematic maps based on their own data
- Draw a sketch map using symbols and a key
- Use and recognise OS map symbols regularly

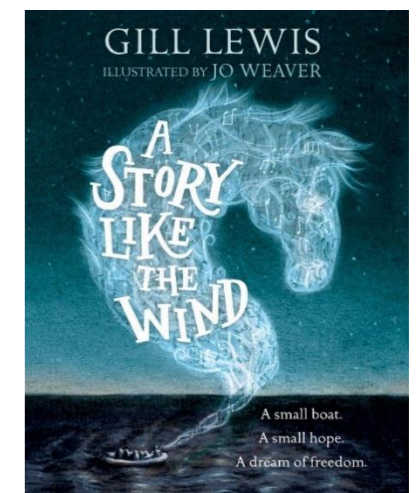
### Locational knowledge

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.



## FRENCH

- Reading the time (learning o'clock, half past and quarter past)
- Places in the town (masculine nouns)
- New adjectives for big and small
- Negative adverb: there isn't
- Numbers 1-39



# Amazing Journeys

## North America Class Autumn 1

### RE

- The story of how Siddhartha Gautama became the first person to achieve enlightenment.
- The four sights
- The spread of Buddhism and how it has split into distinct schools or traditions
- The buddha's understanding of the four noble truths
  - The truth of suffering
  - The truth of the cause of suffering
  - The truth of the ending of suffering
  - The truth of the path to ending suffering

### KEY TEXTS AND PUBLISHED PIECES

- A Story Like the Wind by Gill Lewis
- The Boy at the Back of the Class by Onjali Q Rauf
- We Travel So Far by Laura Knowles

- The story of the foal (1<sup>st</sup> person)
- My precious object
- Life cycle of migratory species
- Eagle poetry (continent link)